***We Share Everything* Lesson Plan (Day 1)**

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| **Teacher: Samantha Ashby, Sara Doutt, Jenny Byrd, Sharon Clark** | | **Grade:** Kindergarten | | | **Date(s)**: |
| **Unit Title: I Am Storyteller** | | | **Corresponding Unit Task:**  1-Time to Talk  2-Authors Sign Their Names  3-Books Have Different Parts | | |
| **Essential Question(s):** How do good readers retell a story?  What are the different parts of a book? What rules do I follow when sharing ideas? Why is it important for good writers to form their letters neatly? | | | | | |
| ***Teacher Notes: Point out positive active student involvement throughout lesson.*** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**   * *We Share Everything* by: Robert Munsch * Bags with letters in students’ names * Partner assignments * Anchor chart * Sheet for each student * Stickers (3 per student) * Sharing basket | | | | **Front of the book (cover)**  **Back of the book**  **Title, Author, Illustrator**  **Title page**  **Sharing**  **Everything** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared   * Guided Practice * Independent | **Speaking & Listening**  **Standards:** SL.K.1 - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.   * Follow agreed upon rules for discussion (e.g., listening to others and taking turns speaking about the topics and texts under discussion).   **I Can Statement(s):** I can listen to others. I can share ideas.  **Instructional Plan:**   * Ask “what is sharing?” Take a student response and identify what an active listener does. * Continue to ask a few questions making sure to identify the active listener qualities. * Have the students meet with their teacher chose partner and talk about other things they share. | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice   * Independent | **Reading**  **Standards:** RL.K.10 - Actively engage in reading activities with purpose and understanding.  RL.K.2 - With prompting and support, retell familiar stories including key details.  RL.K.1 - With prompting and support ask and answer questions about key details in a text.  **I Can Statement(s):** I can answer questions about a story. I can retell a story. I can listen to a story.  **Instructional Plan:**   * Have assistant sit on the carpet with students and model the appropriate behavior while listening to a story. * Before reading, set the purpose: Ask students to listen for what is good to share and what is not a good idea to share; ask students to listen for what their partner said about sharing. * With the students, find the author, illustrator, front of the book, back of the book, title page, show where we start reading * Read *We Share Everything* * Ask comprehension questions: (who, what, when, where, how) * What happened? (things they shared) * Who were the characters? * What was the problem? * What was great to share? * What should we probably not share? Etc. * Pull out a basket of objects for students to sort together, share or not share (put it onto a T chart on the floor) * Go back to seats and share materials from the basket—pencils to everyone, crayons to everyone * Teach the chant and practice “I share, you share, we share, everything!” –have this written on the board to practice one-to-one correspondence. | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice   * Independent | **Word Study**  **Standards:** RF.K.1 - Demonstrate understanding of the organization and basic features of print.   1. Recognize and name all upper- and lowercase letters of the alphabet.   **I Can Statement(s):** I can use letters to spell my name. I can match alike letters with other names.  **Instructional Plan:**   * Give out a bag of letters to spell each student’s name * Have students first match letters with their name tag * Model with assistant to sort letters that match and don’t match * Partner students and have students sort the letters of their name that they share and don’t share. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared   X Guided Practice   * Independent | **Writing**  **Standards:** W.K.2 - Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.  **I Can Statement(s):** I can write a sentence. I can write my name.  **Instructional Plan:**   * Model writing the sentence “Mrs. Ashby can share.” * Model how to illustrate the picture. * Provide sentence starter “\_\_\_\_\_\_\_\_ can share.” Have students write their name. * Have a premade dot under each word for tracking print. * Have a few students share and write on a predictable/anchor chart to be used the next day. * The individual writings will be collected to make a class sharing book! | | | | |
| **Closing/Summarizing Strategy** | **Summarizing Strategy—Questioning**  What are the rules of sharing?  What is something you should share? What is something you should not share?  What is the same about all of our names?  How can you show us you know how to share?  Who can show us how to be an active listener?  Let’s say our chant! “I can share, you can share, we can share…everything!!” | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| * Word Study—students compare 3 names (teacher and 2 students) * Word Study—student compares their own name with another student off the word wall * Writing—add another sentence about what they share | | * Listening/Speaking and Reading—student sits near teacher * Listening/Speaking and Reading—give students objects to talk about with partner (ESL); give those same objects back to the student for the sorting * Word Study—match letters with teacher/assistant assistance * Writing—give students a dotted sentence to highlight over | | | * Listening/Speaking and Reading—give students objects to talk about with partner (ESL); give those same objects back to the student for the sorting * Writing—give students a dotted sentence to highlight over |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Speaking/Listening— teacher observation  Reading— group sort with the T-chart (teacher observation)  Word Study— teacher observation and student sharing  Writing— the paper they wrote/illustration | | | | | |
| **Teacher Reflection:** (Next steps?)  What worked?  What would you change for next time? | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*